

		Year 10	Year 11
Autumn	Content (Why)	Develop practical and theoretical Drama skills through games, improvisation and the study of influential practitioners. Pupils will explore Stanislavski, Brecht, John Godber and Steven Berkoff before applying their understanding to performance. The term culminates in a Mock Component 2 assessment , creating and performing a scene for <i>Pyramus and Thisbe</i> .	Develop and consolidate Pearson BTEC Performing Arts skills through the completion and resubmission of Component 1 written work, followed by Component 2: Developing Skills and Techniques in the Performing Arts . Pupils will develop performance skills through rehearsal and practical work before completing a Mock Component 3 in December.
	Content (What)	This sequence develops pupils' confidence, creativity and ability to communicate meaning through performance. Studying contrasting practitioners enables pupils to understand how different theatrical approaches shape acting, characterisation and performance style, while the assessment provides an opportunity to apply these skills independently and collaboratively.	This sequence provides opportunities for pupils to secure and improve their written coursework while progressing from analysing professional performance work to developing their own performance skills. The Mock Component 3 allows pupils to practise responding to an externally set brief and identify areas for further development.
	Acquire (Knowledge)	• Drama games and improvisation develop performance and ensemble skills, including spontaneity, concentration, communication, collaboration and the ability to respond effectively to others. • Practitioners use distinctive techniques to create meaning in performance, with pupils understanding key approaches associated with Stanislavski, Brecht, Godber and Berkoff and how these influence characterisation, acting style and theatrical conventions. • Performance choices should communicate a clear interpretation of a text or stimulus, requiring pupils to consider character, relationships, physicality, vocal skills, staging and the intended audience response.	• Effective written coursework requires accurate knowledge and well-supported analysis, with pupils reviewing feedback, addressing gaps and improving the quality of their Component 1 responses. • Performers develop skills through structured rehearsal and purposeful practice, with pupils understanding how rehearsal techniques, feedback and reflection contribute to improving performance. • Responding to a performance brief requires creative and practical decision-making, with pupils developing their ability to interpret a brief, generate ideas and use performance skills to communicate an intended response.
	Apply (Skills)	Use improvisation and ensemble techniques to develop confident and responsive performances. Apply the principles and techniques of different practitioners to practical performance work, adapting acting and staging choices to communicate meaning. Use these skills to collaboratively devise, rehearse and perform a scene for <i>Pyramus and Thisbe</i> , evaluating and refining the work in preparation for the Mock Component 2 assessment .	Review and improve Component 1 written work using feedback before resubmitting completed coursework. Develop and refine performance skills through structured rehearsal, applying feedback to improve individual and ensemble performance. Use these developing skills to interpret and respond to a Component 3-style brief, creating and performing work as preparation for the Mock Component 3 assessment .
Spring	Content (Why)	Develop knowledge and practical understanding of Pearson BTEC Component 1: Exploring the Performing Arts through the study of <i>Hamilton</i> , <i>The Curious Incident of the Dog in the Night-Time</i> and <i>Macbeth</i> . Pupils will explore professional productions, performance styles, roles, creative choices and how practitioners communicate meaning to an audience.	Develop and apply performance skills through Pearson BTEC Component 3: Responding to a Brief . Pupils will respond to an externally set brief by developing ideas, creating performance material, rehearsing and refining their work before presenting a final performance.

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	Content (What)	This unit develops pupils' ability to analyse professional performance work and understand how different creative decisions shape a production. Studying contrasting texts and theatrical styles provides pupils with a broad foundation of knowledge that can be applied to their own performance practice and written coursework.	This component enables pupils to bring together the knowledge and skills developed across Components 1 and 2. It develops pupils' ability to work creatively and independently in response to a specific brief, while strengthening performance, rehearsal, collaboration and evaluative skills.
	Acquire (Knowledge)	• Professional productions use performance and production elements to communicate meaning, with pupils exploring how acting, movement, voice, staging, lighting, sound, set, costume and props contribute to the overall audience experience. • Different theatrical works use distinctive performance styles and conventions, with pupils comparing how <i>Hamilton</i>, <i>The Curious Incident of the Dog in the Night-Time</i> and <i>Macbeth</i> use contrasting approaches to characterisation, storytelling and theatrical design. • Performers and production teams make deliberate creative choices, with pupils understanding the roles and responsibilities involved in developing and presenting professional performance work and how these choices are influenced by the intended audience and creative vision.	• A performance brief establishes specific requirements and creative parameters, requiring pupils to interpret the brief carefully and identify appropriate themes, intentions, audiences and performance requirements. • Effective performance development involves a structured creative and rehearsal process, with pupils generating ideas, experimenting with performance techniques, responding to feedback and refining their work. • Successful performance communicates a clear creative intention, requiring pupils to apply appropriate vocal, physical, technical and collaborative skills to meet the requirements of the brief.
	Apply (Skills)	Analyse and compare professional performance work, identifying how performers and production teams use theatrical elements to communicate meaning. Apply knowledge of performance styles, creative roles and production choices when discussing and evaluating professional works, using specific examples from <i>Hamilton</i> , <i>The Curious Incident of the Dog in the Night-Time</i> and <i>Macbeth</i> to support written and practical BTEC Component 1 work.	Interpret and analyse the Component 3 brief to develop an appropriate creative response. Collaborate to generate, rehearse and refine performance material, applying vocal, physical and theatrical techniques to communicate meaning effectively. Evaluate and improve the work throughout the development process before presenting a final performance that meets the requirements of the brief.
	Content (Why)	Develop knowledge and practical understanding of Pearson BTEC Component 1: Exploring the Performing Arts through the study of <i>Hamilton</i> , <i>The Curious Incident of the Dog in the Night-Time</i> and <i>Macbeth</i> . Pupils will explore professional productions, performance styles, roles, creative choices and how practitioners communicate meaning to an audience.	Examination Preparation
Summer	Content (What)	This unit develops pupils' ability to analyse professional performance work and understand how different creative decisions shape a production. Studying contrasting texts and theatrical styles provides pupils with a broad foundation of knowledge that can be applied to their own performance practice and written coursework.	Examination Preparation
	Acquire (Knowledge)	• Professional productions use performance and production elements to communicate meaning, with pupils exploring how acting, movement, voice,	Examination Preparation

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	edge)	staging, lighting, sound, set, costume and props contribute to the overall audience experience. • Different theatrical works use distinctive performance styles and conventions, with pupils comparing how <i>Hamilton</i>, <i>The Curious Incident of the Dog in the Night-Time</i> and <i>Macbeth</i> use contrasting approaches to characterisation, storytelling and theatrical design. • Performers and production teams make deliberate creative choices, with pupils understanding the roles and responsibilities involved in developing and presenting professional performance work and how these choices are influenced by the intended audience and creative vision.	
	Apply (Skills)	Analyse and compare professional performance work, identifying how performers and production teams use theatrical elements to communicate meaning. Apply knowledge of performance styles, creative roles and production choices when discussing and evaluating professional works, using specific examples from <i>Hamilton</i>, <i>The Curious Incident of the Dog in the Night-Time</i> and <i>Macbeth</i> to support written and practical BTEC Component 1 work.	Examination Preparation